DOCUMENT RESUME

ED 120 105 95 SP 009 871

TITLE Movement Education. Bibliographies on Educational Topics No. 1.
INSTITUTION ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Mar 76
NOTE 25p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Annotated Bibliographies; *Children; Dance; *Elementary School Curriculum; Exercise (Physiology); *Motion; Motor Development; *Physical Education
IDENTIFIERS *Movement Education

ABSTRACT

This document is an annotated bibliography of material on movement education which is arranged into two sections: (1) General and Theoretical and (2) Programs and Guides. The material was obtained from a search of the ERIC data base and from other sources in health, physical education, and recreation. A brief introduction is included which presents three definitions of movement education currently in use. These include movement education (1) as one unit of a total program, (2) as synonymous with physical education and (3) as an all-inclusive view of both the art and science of human movement. (CD)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED120105

RIC CLEARINGHOUSE ON TEACHER EDUCATION

MOVEMENT EDUCATION

Bibliographies on Educational Topics

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

1

SP009 811

MOVEMENT EDUCATION

Bibliographies on Educational Topics No. 1

Published by:

ERIC Clearinghouse on Teacher Education
Suite 616, One Dupont Circle, N.W.
Washington, D.C. 20036

March 1976

SP 009 871

The Clearinghouse is funded by the National Institute of Education, in cooperation with the following associations:

American Association of Colleges for Teacher Education
American Alliance for Health, Physical Education, and Recreation
Association of Teacher Educators
National Education Association

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to pubication, the manuscript was submitted to the American Alliance for Health, Physical Education, and Recreation (AAHPER) for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the AAHPER or the National Institute of Education.

Foreword

This annotated bibliography was prompted by the current interest in movement education, as reflected both by the amount that is being published on the subject and by the vast number of requests for information on movement education received by the ERIC Clearinghouse on Teacher Education and the American Alliance for Health, Physical Education, and Recreation (AAHPER), one of the Clearinghouse sponsors.

The bibliography is the product of many minds. The ERIC data base was searched by computer for abstracts of material on movement education; these abstracts were prepared by various abstractor/indexers in the ERIC system. In addition, Kate Ross Barrett, Professor, School of Health, Physical Education and Recreation, University of North Carolina at Greensboro, assisted the Clearinghouse staff in identifying other material on movement education appropriate for this bibliography. Abstracts of this and other relevant material were prepared by Margie Hanson, Elementary Education Consultant, AAHPER. All abstracts were then arranged under two headings: a) General and Theoretical; and b) Programs and Guides. The Clearinghouse is most grateful to Dr. Barrett and Dr. Hanson for their help in preparing this bibliography.

For material not currently in the ERIC data base, a standard bibliographic citation has been supplied. Documents announced in Resources in Education, index to the ERIC data base, have been given a different type of citation, which includes the document's index (ED) number, number of pages, availability in either microfiche (MF) or "hardcopy" (HC) from the ERIC Document Reproduction Service (EDRS), and, often, an address where copies can be purchased--especially if the document is not available from EDRS. An EDRS order form is appended to this bibliography. British publications on movement education listed in this bibliography are available from Ling Book Shop, 10 Nottingham Pl., London, W. 1, England.

To further acquaint the reader with the concept of movement education, a portion of an article from the Journal of Physical Education and Recreation, which discusses definitions of movement education, precedes the bibliography. Again, the Clearinghouse expresses its thanks to the journal's publisher, AAHPER.

This bibliography is selected rather than comprehensive and is meant to identify representative material on the topic. An extensive bibliography on movement education is currently being developed by the Elementary School Physical Education Council of AAHPER.

This is the first in a series of Bibliographies on Educational Topics (BETS). The Clearinghouse welcomes any comments or suggestions.

Joost Yff
Clearinghouse Director

Gordon D. Jeppson
Clearinghouse Associate
for HPER

DEFINITIONS OF MOVEMENT EDUCATION

(The following is an extract from the article "Movement Education: What Does It Mean?" by Patricia Tanner and Kate Barrett, reflecting the work of the Terminology Committee of the American Alliance for Health, Physical Education, and Recreation. The article originally appeared in the April 1975 Journal of Physical Education and Recreation; this extract is reprinted with the journal's permission. The extract is placed here to serve as an introduction to definitions of movement education.)

Movement Education--A Unit of Total Program

When movement education is used as implying a unit of the total program, it usually refers to a unit or series of small units presented in the primary grades. It seems in these instances to carry with it the implications that *the remainder of the program does not follow those beliefs encompassed in the generally accepted meaning of the term* . . . . In many of the texts it is only too apparent that these beliefs are *not* supported in much of the remainder of the program. Movement education as a unit also appears to imply a problem-solving methodology and a particular content center around Laban's concepts concerning body awareness, spatial awareness, the movement qualities of time, force, space, and flow, and also relationships.

Within this type of unit structure the terms basic movement, basic movement education, and movement exploration seem to be used synonymously with movement education, allowing for slight variations of interpretation between authors, and therefore, seem to adopt the same general characteristics or definitions.

Movement Education--Synonymous with Physical Education

Apparently, because some physical educators were concerned about the dichotomy of beliefs which seem to exist in the total physical education program when movement education is used only as a unit area of content, a view of movement education as being synonymous with physical education emerged. This interpretation implies that *the beliefs embodied in the philosophy of movement education must necessarily be accepted as the tenets of the total program.*

Terms such as movement exploration, problem solving, and guided discovery are still used within the framework. Here, however, they are used essentially in reference to particular teaching methodologies and not content areas.

It is interesting to note that in this context the term movement exploration assumes an interpretation that relates *solely* to methodology--a definition or interpretation more closely allied to the literal translation of the word exploration.

These methodologies are all consistent with the beliefs inherent in the philosophy of movement education and would be evident throughout the entire physical educatior program. . . . .

Movement Education--The Development of Total Human Movement Potential

An interesting view of movement education that currently seems to be evolving is one that goes far beyond the bounds of programs, schools, and other educationally oriented institutions. This evolving interpretation becomes involved with the development of increasing awareness of the total scope of movement behavior and of all movement related experiences. This is the all-inclusive view of both the art and science of human movement. This view maintains a recognition of not only the anatomical, physiological, kinesiological (including mechanical), and psychosocial factors underlying human movement but also the aesthetic aspects. It is the free association (not bound by cultural ties or experiences) of movement-related concepts such as space-time-force-flow and shape-line-form-design in all functional, communicative, and expressive human endeavors.

This interpretation of movement education would indicate an ultimate valuing of movement in all its forms--both animate and inanimate--its forms of theory and practice, process and product, reality and abstraction. This interpretation would view movement as an essential integrating process in the development of human potential, operating not only throughout a total physical education program but throughout one's total life span.

GENERAL AND THEORETICAL

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Physical Education '73. 1973. 13 p.; reprinted from Instructor, January 1973. Available from: American Alliance for Health, Physical Education, and Recreation, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 245025468). ED 107 599 MF

This collection of articles deals with the importance of physical education to a child's development. The first article, "Directions and Thrust," examines three aspects of elementary physical education which became particularly important in the 1960's: movement education, perceptual-motor development programs, and the multidisciplinary approach. The second article, "Phys Ed Is Movement Ed.," explains that goals such as a specific throw or move are not only important as ends in themselves, but also in relation to a child's ability to adjust movements to different situations. In the third article, "Physical Play--It's Vital," it is argued that physical education programs should not be too formal and should encourage students to use a variety of motor patterns. The fourth article, "Innovation, Inquiring, Individualizing," looks at an elementary physical education program at the University of California at Los Angeles and the objectives and goals which determine its organization. "Lacking Facilities? Improvise" is the title of the last article, which suggests activities to be carried out in the classroom if the elementary teacher lacks equipment and/or facilities for physical education.

Barrett, K. R. "Learning to Move, Moving to Learn--Discussion at the Crossroads," Theory Into Practice (April 1973), 109-119.

This article elaborates on movement education precepts including "the child" (values for); "movement" (analysis of essential component); and "the child and movement" (goals and purposes of movement education).

Briggs, Megan M. Movement Education: The Place of Movement in Physical Education. 1975. 183 p. Available from: Plays, Inc., 8 Arlington Street, Boston, Mass. 02115. ED 104 842 Document Not Available from EDRS

This document is directed to physical education teachers who teach movement education in elementary and secondary schools. Its purpose

is to define movement, discuss its place in the education program and the educational life of the school, and provide guidance in the presentation, subsequent development, and progression of movement education for children. Chapter 1 introduces the teacher to problems of adapting movement education to the physical education curriculum, discusses the function of the movement specialist in the primary school, and presents a syllabus of "thought" suggestions for children. Chapter 2 discusses basic aspects of movement, including the following: body awareness, extension and flexion, body alignment, movement efforts and factors, and symmetry and asymmetry. Chapter 3 shows how to input basic movements into educational dance, athletics, and games. Chapter 4 illustrates basic movement in educational gymnastics. Chapters 5-7 discuss educational gymnastics with emphasis on the following: problems the teacher faces, creative ideas for children, and working on apparatus tasks. Chapter 8 discusses components of educational dance, including: dance composition, dance mime, dance drama, and the teaching of efforts and occupational rhythms through dance drama and mime. A glossary of gymnastic terms is attached.

Broer, Marion R. "Movement Education: Wherein the Disagreement," Quest II (April 1964), 19-24.

Describes the disagreement between physical educators on interpretations of "movement" and the unfortunate effect this disagreement can play in undermining the physical education profession in America.

Brown, Margaret C. and Betty K. Sommer. Movement Education: Its Evaluation and A Modern Approach. Mass; Calif; London, Ontario: Addison-Wesley, 1969.

Contains an historical background, theory discussion of methods and of natural movement education, and exercises.

Caldwell, Stratton. The Human Potential Movement: Body/Movement/Non-Verbal Experiencing. 1973. Paper presented at Annual Conference of the California Association for Health, Physical Education, and Recreation, April 1973. ED 110 422 MF & HC

A social, humanistic movement focusing on the needs and concerns of more advantaged, affluent persons has emerged, called the "Human Potential Movement." The emphasis of the movement centers around group processes, small group experiences, and the search for personal, interpersonal, and organizational growth. The development and emergence of growth centers has probably been the major influence in determining the scope, direction, importance and spread of the Human Potential

Movement. There is much diversity among growth centers, but basic purposes and intent are similar. Within the Human Potential Movement, and more specifically within growth centers, the body has rejoined the mind in a social, humanistic emphasis on the integrated, holistic, total human being. The emergence of growth centers in the United States during the past decade and the publication of considerable literature in the field of sport and athletics with strong humanistic emphases clearly indicate a need for deeper understanding of the meaning of physical education, body, movement, and nonverbal experiencing in the years ahead. (Included in this paper are descriptions of six growth centers and a list of body, movement, and nonverbal experiences.)

Cameron, W. Med. and Peggy Pleasance. Education in Movement: School Gymnastics. Oxford: Basil Blackwell & Mott, Ltd., 1971.

Suggestions of how movement situations can be presented and what the teacher should expect from children. Also suggests the frame of a scheme of work.

Claremont Unified School District, California. Involving the Moving Child. (C.A.H.P.E.R.), 1970.

Articles written by various classroom teachers in Claremont on movement education. Contains chapters on foundations of learning; movement & awareness; concept development; movement education for the exceptional child; creative movement in the classroom; teaching styles; the sensitive teacher; and dance and ethnic awareness.

Department of Education and Science. Movement: Physical Education in the Primary Years. London: Her Majesty's Stationery Office, 1972.

Contains chapters on program planning; physical training; games; dance; swimming; the observation of movement; and material for physical training.

Ellfeldt, Lois and Eleanor Metheny. "Movement and Meaning: Development of a General Theory," Research Quarterly (October 1958), 264-273.

This article offers a definition of how movement education operates, using a school where it is being applied as an example.

Fleming, Gladys Andrews. "Movement--A Way of Learning," Physical Education for Children's Healthful Living. Washington, D.C.: Association for Childhood Education International, 1968.

This article contains a detailed description of primary movement, a chart relating basic movements; a movement continuum chart showing developing progression of movement skill; and a chart depicting the relation of movement education to the total school physical education program.

Gates, Alice A. A New Look at Movement--A Dancer's View. Minneapolis, Minnesota: Burgess Publishing Co., 1968.

Suggests the possibility of cultivating a broader outlook and understanding of the nature of movement to be built on a foundation of acquired scientific knowledge, and how to use one's own understanding and experience in order to find a flexible, personal, and special way of teaching suited to the individual.

Hansen, Harlen and Ruth Hansen. "ECE: The Elements of Movement," Instructor (March 1973), 60-62.

Movement education, which concentrates on the function, effectiveness, efficiency, and expression of the human body, is becoming an important force in changing physical education so it serves broader purposes.

Hanson, Margie R. "Directions and Thrusts," Instructor (January 1973), 46.

Identifies three major thrusts in recent curriculum development including movement education for elementary physical education programs; perceptual motor development for the handicapped, and the "affective domain" oriented emphasis on creative expression.

Howard, Shirley. "The Movement Education Approach to Teaching English Elementary Schools," Journal of Health, Physical Education, and Recreation (January 1967), 31-33.

Movement education concepts of free expression, problem-solving activities, individualized learning and basic body awareness have been successfully introduced into English elementary and secondary school programs. Use of gym and other equipment and dance and music related activities are described.

Hussey, Delia and Ruth Murray. "Anglo-American Workshop in Elementary Physical Education," Journal of Health, Physical Education, and Recreation (November 1956), 22-23.

Relates exchange of ideas and discussion of problems on elementary school physical education between English and American educators. Describes progress of English children from fundamental movement education into more specialized forms of movement represented by sports, games, dance, and drama.

Laban, Rudolf. Modern Educational Dance. Lisa Ullman, ed. London: Macdonald and Evans, Ltd., 1963.

Application of Laban's analysis of movement to the teaching of modern dance.

Ludwig, Elizabeth A. "Toward An Understanding of Basic Movement Education in Elementary Schools," Journal of Health, Physical Education, and Recreation (March 1968), 26-28; 77.

A survey of the history of movement education including the individuals who developed its practices and concepts and an explanation of the "why" and "how" of teaching movement education in an elementary school program.

Maxa, Kathleen. "A Rustling in the Ranks after Years of Lethargy," Washington Star, Friday, December 5, 1975.

News article shows how the new P.E.--movement education--is providing an alternative to the traditional P.E. where only a few athletes benefitted and other students grew to consider themselves as klutzes.

Metheny, Eleanor. Connotations of Movement in Sport and Dance. Dubuque, Iowa: Wm. C, Brown Company, 1965.

A collection of speeches about sport and dance as significant forms of human behavior.

Metheny, Eleanor. Movement and Meaning. New York: McGraw-Hill, 1968.

Deals with nonverbal forms of human understanding. Can be used as a text or reference in courses concerned with the theoretical foundations of physical education, philosophy, education, art, or discipline that has a presumptive interest in nonverbal forms of meaning.

Miller, Stuart. "Is Your School a Training Ground for Gladiators?" Learning (May/June 1975), 56-64.

This article discusses the violence of school sport programs and advocates movement education as a preferable mode of instruction.

Morison, Ruth. A Movement Approach to Education Gymnastics. London: J. M. Dent and Sons, Ltd., 1969.

A textbook for students and an aid to teachers in physical education.

Peters, Joan P., and Elizabeth A. Snyder. "Books from England on Movement Education," Journal of Health, Physical Education, and Recreation. (January 1967), p. 33.

An annotated list of 15 books from England on the topic of movement education, plus instructions for ordering them.

Porter, Lorena. "Movement Education for Children," A New Direction in Elementary Physical Education. Washington, D.C.: American Association of Elementary Kindergarten--Nursery Educators, 1969.

The text is drawn from the experience of the movement education program in the De Kalb Public Schools, De Kalb, Ill.; it explains movement education's value for a child; describes the teacher based goals and attitudes in a movement education program; tells how a movement education program can be established in a school system.

Randall, Marjorie. Basic Movement--A New Approach to Gymnastics. London: G. Bell & Sons Ltd., 1961.

A clarification of the basic principles of movement--written primarily for women students and teachers of physical education.

Redfern, Betty. Introducing Laban Art of Movement. London: Macdonald and Evans, Ltd., 1965.

Briefly discusses the art of movement in education, industry, theater, recreation, and therapeutic work.

Robins, Ferris and Jennet Robins. "Educational Rhythmics: An Interdisciplinary Approach to Mental and Physical Disabilities," Journal of Learning Disabilities (February 1972), 104-109.

The motoric and cognitive values of playful, remedial therapeutic exercises with educational themes for physically and mentally handicapped persons are advocated.

Siedentop, D. "Physical Education as Human Movement," Physical Education: An Introductory Analysis. Dubuque, Iowa: Wm. C. Brown Company, 1972.

Lengthy consideration of the history and theoretical development of the concepts underlying movement education: discusses Laban's contribution; how this approach was undertaken initially in England and its later introduction by physical educators to the United States. An examination of the various attitudes toward the relationship between movement education and physical education, providing criticism of all alternatives; also comments on the future direction of the "movement movement."

Stecher, Miriam B. "Expressing Feelings, Facts and Fancies Through the Movement Arts," Childhood Education (January 1975), 122-127.

A workshop leader and consultant makes an impassioned plea for more and better movement education. Provides ideas for focused movement explorations and discusses the overall goals and advantages of this new breed of physical education.

Sweeney, Robert (ed.). Selected Readings in Movement Education. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1970.

A text useful to students majoring in physical and elementary education, curriculum planners, pre-school teachers, practicing physical educators and college teachers. A compilation of important current readings from world leaders in movement education in theory, methods, and analysis. Describes and defines movement education and offers a broad view of many different theories.

Tanner, Patricia and Kate Barrett. "Movement Education: What Does It Mean?" Journal of Physical Education and Recreation (April 1975), 19-20.

This article concentrates on the term movement education and discusses its evolving interpretations and their implications for other terms.

Whitehurst, Keturah E, "The Young Child . . . What Movement Means to Him," The Significance of the Young Child's Motor Development. Washington, D.C.: National Association for the Education of Young Children, 1972.

Describes how movement means life, self-discovery, environmental discovery, freedom, safety, communication, sensuous pleasure, and social acceptance to a child.

Williams, Joanne. "Learning with a High Fly," The Pacific Sun, (Mill Valley, California) June 12-18, 1975.

This news article reports on how theoretical research in perceptual motor development and the emotional maturation of young children is related to new forms of exercise programming in several west coast elementary schools.

PROGRAMS AND GUIDES

Anstett, Patricia. "New Gym Classes Where Winning Isn't Everything," Chicago Tribune, Tuesday, Dec. 2, 1975.

News article explaining "the new P.E." to the general public; quotes experts in movement education and describes the PE program at Hunter Woods Elementary, "the most physically fit school in Virginia according to the President's Council for Physical Fitness."

Anthony, Jeanne. "Classroom Performance Improved Through Movement," Academic Therapy Quarterly (Summer 1971), 423-3.

Exercises to be taught at the elementary school level to improve physical coordination are described. The relationship of physical coordination to academic achievement is emphasized.

Blackmarr, Syd; And Others. Every Child a Winner . . . A Practical Approach to Movement Education. Irwin County Schools, Ocilla, Ga. 1974. 90 p. Available from: E.C.A.W. --Guide, Box 141, Ocilla, Ga. 31774. ED 102 125 MF

This document is divided into three parts. Part 1 introduces the Health and Optimum Physical Education project and explains that this project operates under the premise that movement education contributes to a child's total development. In Part 2, four concepts are identified as the foundation for efficient and effective movement, and the way in which each can be integrated into a movement education program is explained. These four concepts are space awareness, body awareness, quality of movement, and relationships. In planning a program based on these concepts, teachers must assess student needs, establish broad goals to meet those needs, develop a long range planning schedule (so that one area is not overemphasized), and make daily lesson plans. (Sample lesson plans are given). Part 3 deals with teaching methods. Teachers are encouraged to examine all alternatives and choose the one(s) best suited to their goals. Examples in games, gymnastics, and dance are given to demonstrate what processes can be used to achieve objectives. The appendix includes health forms and lists of movement process categories, audiovisuals, and equipment.

Dauer, Victor P. Essential Movement Experiences for Preschool and Primary Children. 1972. 325 p. Available from: Burgess Publishing Company, 426 S. Sixth Street, Minneapolis, Minnesota 55415. ED 093 462 Document Not Available from EDRS

A major purpose of this text is to present a broad program of varied and vigorous physical education activities for the preschool and early primary school child The text also includes chapters dealing with equipment, effective teaching, effective class management, lesson planning, and movement education.

Diem, Liselott. Who Can . . . Frankfort, Germany: Wilhelm Limpert Publisher, Fifth Edition, 1965.

This very brief (47 pages) book is a picture series of activities. It offers twenty series of tasks with variations and progressions. They require simple equipment (balls, wands, ropes, balance beams, ladders, and boxes). Special emphasis is given to building strong, flexible bodies (trunk, feet, elasticity, "feeling", bend, stretch, twist, and good posture) and to developing basic movement skills (locomotor, manipulatives, weight supporting and balancing activities).

Dimondstein, Geraldine. Children Dance in the Classroom. 1971. Available from: The Macmillan Company, 866 Third Avenue, New York, New York 10022. ED 053 804 Document Not Available from EDRS

The author presents a practical, workable framework for teaching dance in the classroom. This book, essentially designed for the non-specialist teacher, is a compilation of ideas and materials that have evolved from over twenty years of teaching music and movement to children in nursery and elementary schools and of introducing concepts of dance to students and teachers. Lessons are presented as creative dance problems. Some of the classroom problems are elaborations of an experimental development project in the arts and humanities for young children. The content and format of lessons represents a synthesis of children's explorations in diverse educational environments and are suggested as a working model for teachers. Numerous photographs are included to supplement the text. The author makes two additional points. First, she focuses on the role of observation and experience in extending a child's creative imagination. Second, she criticizes current practices in rhythmic and dance education and makes practical suggestions for improvement. The final chapter lists resources for use in dance and movement education programs.

Fletcher, Henriette L. "Getting Results from Movement Exploration," Academic Therapy Quarterly (Fall 1972), 27-32.

Described are benefits and techniques of movement exploration, a non-traditional way of teaching physical education to students with attitudinal, emotional, and/or learning problems and to regular students.

Flinchum, Betty M. Motor Development in Early Childhood: A Guide for Movement Education with Ages 2 to 6. 1975. 129 p. Available from the C. V. Mosby Company, Publishers, 3301 Washington Boulevard, St. Louis, Missouri 63103. ED 107 620 Document Not Available from EDRS

This book deals with the following areas: (a) basic motor development and readiness of the young child for movement activities, (b) learning and developmental theories commonly used in early childhood education, (c) instructional approaches for using movement as a learning modality, and (d) general educational implications which can be ascertained from motor activities and movement learning. The book contains nine chapters, the first of which is an introduction to children and movement. The second chapter discusses assessment of motor skills in children, child growth and development studies of motor patterns, and studies with implications for young children. Chapter 3 concerns motor pattern development and includes a learning module. Chapter 4 discusses the psychomotor domain and learning levels, and includes a motor taxonomy as applied to young children. Reflex movements, basic movements, coordination activities, balance activities, and body awareness activities are all examined in Chapter 5. Chapter 6 looks at purposes of perceptual-motor activities, self-expression activities, form perception, and ocular tracking, and includes a list of perceptual-motor tests. Chapter 7 presents teaching strategies for motor development. Chapter 8 discusses management for learning through movement. The last chapter deals with educational implications of movement. A motor ability test is appended.

Gilliom, Bonnie. Basic Movement Education For Children. Reading, Mass.: Addison-Wesley Publishing Company, 1970.

Delineates the values of adding basic movement education to physical education curricula. Part I contains a concise discussion of how a program in basic movement education for students of any age may be developed. It focuses on the structure of movement, on the processes of becoming physically educated, on creativity, and on lesson planning. Part II contains very detailed, well-tested teaching units in basic movement education to be used in any three consecutive grades in the elementary school.

Gober, Billy; And Others. Primary School Physical Education Through Movement Exploration. Practical Paper No. 26 University of Georgia, Athens. Research and Development Center in Educational Stimulation. 1969. 165 p. ED 038 712 MF & HC

This program was designed to develop skills of movement which not only contribute to successful participation in games and sports but which are

necessary in everyday life as well. The sequence of activities was planned: (1) to involve the child in a particular segment of movement; (2) to identify types of movement; and (3) to solve problems by using movement. Phrasing of these problems was done through verbal cues designed to motivate the child to find out more about himself. The guide contains 58 lessons each of which teaches a specific fundamental movement but which may also contribute to others. Reviews are not included, but are encouraged by the authors to follow completion of a skill series. Appendices discuss equipment, exploration materials, running activities, and suggested accompaniment music.

Halsey, Elizabeth. "England's Children Invent Activities," Journal of Health, Physical Education, and Recreation (December 1955), 32-34; 39.

Describes the most successful elementary physical education teaching programs in England which use fundamental and individualized movement experiences as a base.

Holbrook, Jennifer K. Movement Activity in Gymnastic. 1974. 92 p.; published in Great Britain in 1973 under the title Gymnastics: A Movement Activity. Available from: Plays, Inc., 8 Arlington Street, Boston, Mass. 02116. ED 096 254 Document Not Available from EDRS

This book is designed to help teachers and specialists in movement education and gymnastics recognize and develop the natural interest and aptitude of children in activities such as swinging, leaping, jumping, climbing, sliding, and balancing. Part 1 identifies the core content of the body movement activity, enabling teachers to plan successful children's movement programs. Emphasis is placed on the scope of action the body can perform, the ways in which energy can be varied in different activities, and the relationship of movement to space and of one part of the body to the other. A selected vocabulary of key work directives is also included in this section. Part 2 considers problems in teaching movement activity through gymnastics, offering guidelines on lesson plans, and on observation and evaluation of day-to-day learning situations. A 21-item bibliography is included.

Kentucky State Department of Education, Frankfort. Physical Education in Kentucky Elementary Schools. (Curriculum Guide) 1968. 122 p. ED 051 194 MF & HC

GRADES OR AGES: K-6. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into ten chapters. Chapter headings are: 1) Program Foundations; 2) Administration of the

Program; 3) Facilities, Equipment and Supplies; 4) Organizing the Program; 5) Implementing the Program; 6) The Ingredients--The Program; 7) Evaluation; 8) Movement Exploration; 9) Physical Education for the Atypical; and 10) Special Events. The guide is offset printed and perfect-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the program are listed in chapter 1. Suggestions for activities include both general and specific descriptions. A sample daily, weekly, and monthly activity chart is presented for each grade. Suggestions for teaching methods and guidelines for adapting activities for children of different ages are included. INSTRUCTIONAL MATERIALS: The guide contains a detailed list of facilities and equipment needed for primary and intermediate levels. In addition, an appendix contains a bibliography and a list of sources for audiovisual materials. STUDENT ASSESSMENT: General guidelines for evaluation and lists of specific skills students should possess at the primary and intermediate levels are presented in chapter 7. An appendix contains sample physical fitness tests.

Kirchner, Cunningham & Warrell. Introduction of Movement Education. Dubuque, Iowa: Wm. C. Brown Co., 1970.

Presents "a first step toward an understanding and application of the concepts, methods, and analyses of movement education." Part I provides basic information concerning purposes, content, and methods of instruction. Parts II and III contain themes to be developed over a year's time with some detailed lesson plans for primary and intermediate children. The themes are: safety training, adding to the range and understanding of movement, understanding direction, qualities, stretching and curling, and twisting. Each theme is developed through introductory activity, movement training, and apparatus work. Part IV includes instructional aids and human resources, and information regarding apparatus, equipment, and supplies.

Lamb, Charles E.; And Others. "Movement Education Program," Independent School Bulletin (February 1975), 63-65.

This article discusses a program of movement education, seen as an organized set of experiences that lead a student to become involved and thus learn more about himself and others.

Leaf, Bess. "Happenings," Journal of Health, Physical Education, and Recreation (March 1973), 40-41.

This is an outline of a lesson plan for grades 3-4 in movement education centering around Bloom's three domains; behavioral concepts are listed under each domain.

Longsdon, Bette J., and Kate R. Barrett. Ready? Set...Go. Bloomington, Indiana: National Instructional Television Center, 1970.

Contains illustrated exercises to be performed in conjuction with the Ready-Set-Go television course. The manual was designed to assist the classroom teacher responsible for physical education instruction in preparing the lessons for television, to outline the television instruction, and as a follow-up for material based on this television experience. The lessons afford children an opportunity to actively respond to material designed to develop meaningful insights, attitudes, and skilled movement.

Mauldon, E., and J. Layson. Teaching Gymnastics and Body Control. 1975. 204 p. Available from: Plays, Inc., 8 Arlington Street, Boston, Mass. 02116 ED 106 259 Document Not Available from EDRS

This book contains fifteen chapters. Chapters concerned with specific themes or movement ideas are divided into (a) material, (b) teaching, and (c) apparatus. Chapter 1 deals with lesson planning and organization. Chapter 2 is entitled "Movement Observation" and stresses the importance for both children and teachers of trying to see and understand what is happening while it is happening. Chapters 3 and 4 deal with body management. Chapter 3 stresses traveling and stopping, while Chapter 4 emphasizes stretching and curling, twisting and turning, and symmetry and asymmetry. Body weight, tension, and energy are covered in Chapter 5. Chapter 6 is entitled "The Use of Space," and focuses on where the body is moving. Chapter 7 concerns changes of speed and how the action itself is performed. Chapter 8 deals with continuity of movement in action. Partner work is covered in Chapter 9 and it is stressed that this is an especially important area because it involves the exploration of activities which are impossible to do alone. Chapter 10 presents advanced work in body management. Chapter 11 concerns gaining, maintaining, and losing balance. Chapter 12 looks at the body in flight. Chapter 13 deals with group work as an extension of partner work. Chapter 14 presents a syllabus for teaching gymnastics at the elementary-junior high level and at the junior-senior high level. Chapter 15 is a summary and a conclusion.

Minnesota Dept. of Education. Movement Education for the Elementary School. St. Paul, 1969.

An addendum to Curriculum Bulletin No. 29. Presents a new concept and approach to physical education. Will assist teachers to present movement education in a manner meaningful to the student. Curriculum Bulletin No. 29 outlined the essentials of a well-planned and balanced program of physical education for elementary schools.

Morison, Ruth. A Movement Approach to Educational Gymnastics. London: J. M. Dent & Sons Ltd., 1969.

A textbook for students and an aid to teachers in physical education. Applies the philosophical basis of movement education to the instruction of gymnastics; movement education, techniques of self awareness, and body control are translated into specific activities for developing gymnastic skills.

Murray, Ruth Lovell. Dance in Elementary Education: A Program for Boys and Girls. Third Edition. 1975. 446 p. Available from: Harper and Row Publishers, 10 East 53rd Street, New York, New York 10022 ED 103 418 Document Not Available from EDRS

This document is designed to help the elementary school teacher instruct children in how to use their bodies in functional and expressive movement. Part 1 provides an orientation for teachers who wish to learn more about dance in the education of children, and includes suggestions on approaching the teaching of dance. Part 2 presents a variety of experiences in dance movement, including movement manipulation and exploration through imagery. Part 3 discusses locomotor and nonlocomotor skills of dance movement and how to combine them into dance steps. Part 4 focuses on rhythm in dance and how to help the child respond to pulse beats, accents, rhythmic patterns, and musical phrasing. Part 5 helps lead the student into the art of making dances using imagery, ideas, songs, words, music, and dance movement. Part 6 concentrates on learning dances and explores ways of dancing with others. Part 7 offers aids to dance teaching, including suggested standards for certain dance skills, problems the teacher will face and performances to expect, and resources for music and films. There is an appendix of selected readings.

North, Marion. Body Movement for Children. Boston: Plays, Inc., 1972.

Shows how movement can be observed in everyday life, and how it relates to ideas and material for teaching body movement to children. Although not in lesson plan form, an enormous amount of material is included to serve as springboards for movement lessons. Central themes for work (with definitions and sample activities) include symmetry and asymmetry, relationships of body parts, accents and stress, travelling, turning, opening and closing, jumping, activity and recovery, zones of space, stopping the flow of movement resulting in different shapes, balance of the weight of the body and drawing shapes in space. Suggestions are made for percussion instruments, action images, group movements, color and pattern in movement classes.

Rhonemus, Grace O. "Movement Exploration at the Circus," Instructor (February 1973), 192.

Suggestions for circus-related physical activities.

Rizzitiello, Theresa. "Movement Education Challenges an Inner-City School," Journal of Health, Physical Education, and Recreation (January 1972), 35-37.

Describes a movement education pilot project for first grade disadvantaged youth.

Russell, Joan. Creative Movement and Dance for Children. Boston: Plays, Inc., 1975.

Detailed help for students and teachers who wish to introduce creative dance in the elementary school. Gives practical suggestion, examples of work, and photographs which analyze the reactions of children to various stages of movement experiences.

Stanley, Shiela. Physical Education: A Movement Orientation. Toronto: McGraw-Hill Company of Canada Limited, 1969.

A complete text describing how to utilize movement education in a total PE program; analyzes the movement elements in games, dance, and gymnastics; provides illustrated examples of instruction in games, gymnastics, and dance; includes list of apparatus and bibliography.

Tillotson, Joan S., et al. A Program of Movement Education for the Plattsburgh Elementary Public Schools. The final report of a Title III Elementary and Secondary Education Program funded from September, 1966 to August, 1969, OEG 66-1934, SED 320, 1969.

Contains a straightforward delineation of movement education content plus thirty plans for movement experience. In "Theoretical Considerations Vital to a Program of Movement Education," content and purpose concepts (effectiveness, efficiency, and expression) are clearly defined. Qualitative and descriptive analyses of movement, special and physical property limitations of movement, and movement for awareness of the self and the projection and extension of this self to others are discussed and charted. Focus on the child, the teacher, and the curriculum follows. The thirty plans for movement experiences are presented as types of lessons which fall under the category of meaningful learning about and through movement. They can be personally modified and extended by teachers.

ORDER FORM

ERIC

DOCUMENT REPRODUCTION SERVICE
P.O. Box 190 ARLINGTON, VIRGINIA 22210 • (703) 841-1212

OPERATED BY: COMPUTER MICROFILM INTERNATIONAL, CORP.

SHIP TO: _____

BILL TO: _____

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES HC	UNIT PRICE	TOTAL
TOTAL NO. OF PAGES				SUBTOTAL	
TAX EXEMPT NO. _____		VA RESIDENTS ADD 4% SALES TAX			
DEPOSIT ACCT. NO. _____		POSTAGE			
		TOTAL			

IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO.** (6 digits)
  See Resources in Education
- **SPECIFY EITHER:**
  Microfiche (MF)
  or
  Paper Copy (HC)
- **ENTER UNIT PRICE**
  (See Below)
- **INCLUDE POSTAGE**
  (See Below)
- **ENCLOSE CHECK or MONEY ORDER**
  (U.S. Funds Only)
- **MAIL TO:**
  EDRS
  P.O. BOX 190
  Arlington, Virginia 22210
- **COMPLETE AND SIGN BELOW**

Date _____

Signature _____

Title _____

UNIT PRICE SCHEDULE

MICROFICHE (MF)		PAPER COPY (HC)	
NUMBER FICHE EACH ED #	Price	NUMBER PAGES EACH ED #	Price
1 to 5	$ .76	1 to 25	$1.58
6	.92	26 to 50	1.95
7	1.08	51 to 75	3.32
8	1.23	76 to 100	4.43
Each additional microfiche	.158*	Each additional 25 pages	1.27

*Total Price Should Be Rounded to Nearest Cent

CHART FOR DETERMINING UNITED STATES POSTAGE **(Effective January 19, 1976)

1st CLASS POSTAGE FOR		4th CLASS POSTAGE FOR TOTAL MICROFICHE OR HC PAGES INDICATED							
1-3 Microfiche Only	4-7 Microfiche Only	60 or less MF or HC Pages	61-120 MF or HC Pages	121-180 MF or HC Pages	181-240 MF or HC Pages	241-300 MF or HC Pages	301-360 MF or HC Pages	361-420 MF or HC Pages	Each Additional 60 MF or HC Pages
.13	.24	.21	.30	.39	.48	.57	.66	.75	.08

**Costs For Priority Shipment Available Upon Request. For Foreign Postage SEE REVERSE—

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the National Institute of Education Contracting Officer.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMIC.

3. REPRODUCTION
Materials supplied hereunder may only be reproduced for not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CMIC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of CMIC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond CMIC's control and without negligence on the part of CMIC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CMIC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMIC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CMIC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CMIC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMIC. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMIC.

9. DEFAULT AND WAIVER
a. If Customer fails with respect to this or any other agreement with CMIC to pay any invoice when due or to accept any shipment as ordered, CMIC may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.
b. No course of conduct nor any delay of CMIC in exercising any right hereunder shall waive any rights of CMIC or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of $200.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. STANDING ORDER ACCOUNTS
Customers who desire to receive microfiche copies of all ERIC reports announced in each issue of Resources in Education may do so by depositing $2000.00 or submitting an executed purchase order. The cost of each issue and postage will be charged against the account. A monthly statement of the account will be furnished.

13. PAPER COPY (HC)
A paper copy (HC) is xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

14. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the international Postal Rates in effect at the time the order is shipped. To determine postage allow 60 microfiche or 60 (HC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

OTHER ERIC COLLECTIONS AVAILABLE FROM EDRS

STANDING ORDERS

Subscription orders of microfiche copies of all ERIC reports announced in each issue of **Resources in Education** average $140.00 per month at the rate of 8.2¢ per microfiche. Postage extra.

BACK COLLECTIONS (postage extra)

Reports in *Research in Education for* 1966 and 1967	$ 362.93
Reports in *Research in Education for* 1968	1,092.73
Reports in *Research in Education for* 1969	1,303.72
Reports in *Research in Education for* 1970	1,327.42
Reports in *Research in Education for* 1971	1,549.23
Reports in *Research in Education for* 1972	1,603.51
Reports in *Research in Education for* 1973	1,396.54
Reports in *Research in Education for* 1974	1,459.60
Reports in *Resources in Education for* 1975	1,634.03
Entire Collection	$11,730.61

AIM/ARM MICROFICHE COLLECTIONS (postage extra) $0.158/fiche

CLEARINGHOUSE MICROFICHE COLLECTIONS (postage extra) $0.162/fiche

SPECIAL COLLECTIONS (postage extra)

Office of Education Research Reports 1956-65	$ 384.54
Pacesetters in Innovation, Fiscal Year 1966	137.46
Pacesetters in Innovation, Fiscal Year 1967	166.69
Pacesetters in Innovation, Fiscal Year 1968	106.60
Selected Documents on the Disadvantaged	317.84
Selected Documents in Higher Education	145.93
Manpower Research: Inventory for Fiscal Year 1966 and 1967	75.75
Manpower Research: Inventory for Fiscal Year 1968	42.22
Manpower Research: Inventory for Fiscal Year 1969	54.87